

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

- central idea

Connected body parts work together when throwing and catching

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

Strategy - Students to demonstrate different ways of throwing and catching when working with small groups. In groups of four, children send/receive the ball to a partner in different ways (e.g. bounce, roll, underarm throw, overhead throw). This will have to be done over the course of 2 lessons to allow recording on checklist.

Tool - Rubric with smiley faces and illustrations of techniques

Class/grade:

Age group:

School:

School code:

Title: PE Throwing and Catching

Teacher(s): Mr. Hughes

Date: October / November 2010

Proposed duration: number of hours over number of weeks 6



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Form, Function, Connection

Related Concepts – Passing, Catching, Positioning, Spatial awareness

What lines of inquiry will define the scope of the inquiry into the central idea?

- The different ways we can make a ball travel through a space
- Sending and receiving a ball to a partner
- Playing ball games with small groups

What teacher questions/provocations will drive these inquiries?

Can you move your ball along the floor with different body parts? (function)
 Can you show me how some body parts work together to make the ball move? (connection)
 How can you change the speed and direction of your ball?
 Is it harder/easier to catch a ball with your eyes open or closed? Why?
 How can we get ready to catch a ball? (form)

Tuning In/Provocations

Allow students to experiment by handling different size balls. Let them freely choose from a selection of balls and demonstrate different ways of moving around a space with them. Allow children to explore the selection of balls and move around freely.

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students' prior knowledge and skills?
What evidence will we look for?

During students' free exploration of balls, observe how the children are sending the ball to other parts of the room. Can they work with a partner and send the ball to each other in different ways? Can any of the students catch any of the balls? Are they using their arms or other parts of their bodies?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

1) Are the children looking at the balls as they move through space? Do their palms follow the ball in the direction they are throwing it?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Moving a ball around a space, different distances, to a partner while sitting on the floor with legs apart. Find different spaces and roll, kick, throw, bounce the ball into them, collecting them safely.

Working with balloons, children track the slow moving object with their eyes and try to keep the balloon from hitting the floor. Use various parts of the body to keep the ball in the air. Try using 1 hand, 2 hands. Try different movements with arms – pushing the balloon away; tossing the balloon into the air; flicking and poking it with fingers; underarm taps; taps above the head.

Throwing different size balls up to self and catching them. Progress to clapping in between catches and moving around a space while throwing/catching. Demonstrate good body shape and hand positions when catching and throwing whilst looking at the ball all the time – just like we did with the balloon. Allow students to show their throws and catches to the class.

Count how many times students can catch the ball without it dropping. What's their best score?

Explore with sending/receiving with a partner – bouncing, throwing, rolling, kicking

Introduce a 'piggy in the middle' who has to try and stop partners throwing/catching. Start with groups of 4 with 1 piggy – how many times can the group pass the ball? Reduce groups to 2 throwers/catchers with 1 piggy.

Introduce small sided games (groups of 3) where players have to make 3 passes to win

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

SOCIAL SKILLS: Cooperating (when sending and receiving balls to partners)

COMMUNICATION SKILLS: Listening (Listening to instructions and directions)

SELF MANAGEMENT SKILLS: Gross Motor Skills (Using large muscles and building up strength through throwing and catching techniques), Spatial Awareness (Being sensitive to the position of other children and themselves when moving through space), Safety (Moving sensibly through space and throwing balls in an

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Balls of different sizes, Balloons, Poly Spots, hoops, hurdles

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"
- demonstrate the learning and application of particular transdisciplinary skills?
- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

9. Teacher notes

